THE 2022–2023 COMMON DATA SET

Section A: GENERAL INFORMATION

A0. Respondent Information (Not for Publication)

First Name:

Last Name:

Title:

Office: Office of Institutional Research

Address Line 1: 887 S. Matlack Street

Address Line 2:

Address Line 3:

City: West Chester

State: PA

Zip: 19383

Country: USA

Phone: (610) 436-2835

Email Address:

Are your responses to the CDS posted for reference on your institution's Website? Yes

If yes, please provide the URL of the corresponding Web page:

https://www.wcupa.edu/deputy-provost/institutionalResearch/dataSet.aspx

A1. Address Information

Name of College or University: West Chester University

Street Address Line 1: 700 S. High Street

Street Address Line 2:

Street Address Line 3:

City: West Chester

State: PA

Zip: 19383

Country: USA

Main Institution Phone Number (Area Code): (610)

Main Institution Phone Number: 436-1000

Main Institution Phone Number (Ext):

Main Institution Website: www.wcupa.edu

Main Institution Email:

Admissions Office

Please enter Admissions Office information below:

Street Address (if different): Wayne Hall, 6th Floor

Street Address (if different) Line 2: 125 W. Rosedale Ave.

Street Address (if different) Line 3:

City: West Chester

State: PA

Zip: 19383

Country: USA

Admissions Phone Number (Area Code): (610)

Admissions Phone Number: 436-3411

Admissions Phone Number (Ext):

Admissions Toll-free Number (Out-of-State Area Code): (877)

Admissions Toll-free Number: 315-2165

Admissions Toll-free Number (Ext):

Admissions Email Address: ugadmiss@wcupa.edu

If there is a separate URL for your school's online application, please specify:

⇒ www.wcupa.edu/_admissions/applynow

If you have a mailing address other than the above to which applications should be sent, please provide:

A2. Source of institutional control: public

A3. Classify your undergraduate institution: Coeducational college

A4. Academic year calendar: Semester

A5. Degrees offered by your institution:

- Bachelor's
- Post-bachelor's certificate
- Master's
- Post-master's certificate

- Doctoral degree research/scholarship
- Doctoral degree – professional practice

A6. Campus Belonging Webpage: www.wcupa.edu/_admin/diversityEquityInclusion

Section B: ENROLLMENT AND PERSISTENCE

B1. Institutional Enrollment - Men and Women

Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of **October 15, 2022**.

- Note: Report students formerly designated as "first professional" in the graduate cells.
- For information on reporting study abroad students please see this IPEDS reporting tip.
- If your institution collects and reports non-binary gender data, please use the "Another Gender" category.
- In cases where gender information is provided, please distribute across the two-binary categories.

Undergraduate Students: Full-Time

Table 1 Full-Time Undergraduate Enrollment

Undergraduate Students: Full-Time	Males	Females	Another Gender
Degree-seeking, first-time first-year students	1,198	1,786	
Other first-year, degree-seeking	477	443	
All other degree-seeking	3,462	5,203	
Total degree-seeking	**5,137**	**7,432**	
All other undergraduates enrolled in credit courses	9	8	
Total Undergraduate Full-Time Students	**5,146**	**7,440**	

Undergraduate Students: Part-Time

Table 2 Part-Time Undergraduate Enrollment

Undergraduate Students: Part-Time	Males	Females	Another Gender
Degree-seeking, first-time first-year students	9	13	
Other first-year, degree-seeking	29	48	
All other degree-seeking	525	810	
Total degree-seeking	**563**	**871**	
All other undergraduates enrolled in credit courses	149	223	

Undergraduate Students: Part-Time	Males	Females	Another Gender
Total Undergraduate Part-Time Students	**712**	**1,094**	

Undergraduate Students: All

Table 3 All Undergraduate Enrollment

Undergraduate Students: All	Males	Females	Another Gender
Total Undergraduate Students	**5,858**	**8,534**	

Graduate Students

Graduate Students: Full-Time

Table 4 Full-Time Graduate Enrollment

Graduate Students: Full-Time	Males	Females	Another Gender
Degree-seeking, first-time	111	240	
All other degree-seeking	168	439	
All other graduates enrolled in credit courses	10	25	
Total Graduate Full-Time Students	**289**	**704**	

Graduate Students: Part-Time

Table 5 Part-Time Graduate Enrollment

Graduate Students: Part-Time	Males	Females	Another Gender
Degree-seeking, first-time	150	301	
All other degree-seeking	433	805	
All other graduates enrolled in credit courses	50	151	
Total Graduate Part-Time Students	**633**	**1,257**	

Graduate Students: All

Table 6 All Graduate Enrollment

Graduate Students: All	Males	Females	Another Gender
Total Graduate Students	**922**	**1,961**	

Total All Students (Total Undergraduate Students + Total Graduate Students)

Table 7 All Student Enrollment

All Students: Total	Males	Females	Another Gender
Total Full-Time Students	5,435	8,144	
Total Part-Time Students	1,345	2,351	
Total All students	**6,780**	**10,495**	

Total All Undergraduates: 14,392

Total All Graduate Students: 2,883

Grand Total All Students: 17,275

B2. Enrollment by Racial/Ethnic Category.

Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of **October 15, 2022**.

- ✓ Include international students only in the category "Nonresidents."
- ✓ Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns.
- ✓ Report as your institution reports to IPEDS: persons who are Hispanic should be reported only on the Hispanic line, not under any race, and persons who are non-Hispanic multi-racial should be reported only under "Two or more races."
- ✓ New guidance from IPEDS for reporting aggregate data:
    - Racial/ethnic designations are requested only for United States citizens, residents, and other eligible non-citizens.
    - Eligible non-citizens include all students who completed high school or a GED equivalency within the United States (including DACA and undocumented students) and who were not on an F-1 non-immigrant student visa at the time of high school graduation.
    - More information about other eligible (for financial aid purposes) non-citizens is available at the Federal Student Aid website.
    - "Nonresident - A person who is not a citizen or national of the United States and who is in this country on a student visa or temporary" "basis and does not have the right to remain indefinitely. Do not include DACA, undocumented, or other eligible noncitizens in this category."

- NOTE - Nonresidents are to be reported separately, in the boxes provided, rather than included in any of the seven racial/ethnic categories or in race/ethnicity unknown.

Table 8 Enrollment by Race/Ethnicity

Racial/Ethnic Category	**Degree-seeking First-time First year**	**Degree-seeking Undergraduates** (include first-time first-year)	**Total Undergraduates** (both degree- and non-degree-seeking)
Nonresidents	6	35	39
Hispanic/Latino	236	1,013	1,031
Black or African American, non-Hispanic	343	1,584	1,647
White, non-Hispanic	2,207	10,279	10,539
American Indian or Alaska Native, non-Hispanic	4	15	15
Asian, non-Hispanic	78	437	465
Native Hawaiian or other Pacific Islander, non-Hispanic	0	2	2
Two or more races, non-Hispanic	113	504	512
Race and/or ethnicity unknown	19	134	142
Total	**3,006**	**14,003**	**14,392**

B3. Persistence

Number of degrees awarded by your institution from July 1, 2021, to June 30, 2022.

Table 9 Number of Degrees Awarded by Type

AWARD TYPE	# AWARDED
Certificate/diploma:	0
Associate degrees:	0
Bachelor's degrees:	3,279
Post-bachelor's certificates:	216
Master's degrees:	1,127
Post-master's certificates:	5
Doctoral degrees – research/scholarship:	47
Doctoral degrees – professional practice:	8
Doctoral degrees – other:	0

B4-B21: Graduation Rates

The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS).

- ✓ For complete instructions and definitions of data elements, see the IPEDS GRS Forms and Instructions for the 2022-2023 Survey.

In the following section for bachelor's or equivalent programs, please disaggregate the Fall 2015 and Fall 2016 cohorts (formerly CDS B4-B11) into four groups:

- Students who received a Federal Pell Grant*
- Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
- Students who did not receive either a Pell Grant or a subsidized Stafford Loan
- Total (all students, regardless of Pell Grant or subsidized loan status)

  * Students who received both a Federal Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant" column.

For each graduation rate grid below, the numbers in the first three columns for Questions A-G should sum to the cohort total in the fourth column (formerly CDS B4-B11).

For Bachelor's or Equivalent Programs

Please provide data for the **Fall 2016** cohort if available. If **Fall 2016** cohort data are not available, provide data for the **Fall 2015** cohort.

Fall 2016 Cohort

Table 10 Graduation Rates for the Fall 2016 Cohort of Bachelor's or Equivalent Programs

Letter	Graduation Rates	Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total (sum of 3 columns to the left)
A	**Initial 2016 of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students**	594	697	1,150	2,441
B	**Of the initial 2016 cohort, how many did not persist and did not graduate for the following reasons:** • Deceased • Permanently Disabled • Armed Forces • Foreign Aid Service of the Federal Government • Official church missions • Report Total Allowable Exclusions	1	0	0	1
C	**Final 2016 cohort, after adjusting for allowable exclusions**	593	697	1,150	2,440

Letter	Graduation Rates	Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total (sum of 3 columns to the left)
D	Of the initial 2016 cohort, how many completed the program in four years or less (by Aug. 31, 2020)	229	376	642	1,247
E	Of the initial 2016 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2020 and by Aug. 31, 2021)	121	117	187	425
F	Of the initial 2016 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2021 and by Aug. 31, 2022)	23	21	32	76
G	Total graduating within six years (sum of lines D, E, and F)	373	514	861	1,748
H	Six-year graduation rate for 2016 cohort (G divided by C)	63%	74%	75%	72%

Fall 2015 Cohort

Table 11 Graduation Rates for the Fall 2015 Cohort of Bachelor's or Equivalent Programs

Letter	Graduation Rates	Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total (sum of 3 columns to the left)
A	**Initial 2015 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students**	560	783	1,038	2,381
B	**Of the initial 2015 cohort, how many did not persist and did not graduate for the following reasons:** • Deceased • Permanently Disabled • Armed Forces • Foreign Aid Service of the Federal Government • Official church missions • **Report Total Allowable Exclusions**	1	1	1	3
C	**Final 2015 cohort, after adjusting for allowable exclusions**	559	782	1,037	2,378

Letter	Graduation Rates	Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total (sum of 3 columns to the left)
D	**Of the initial 2015 cohort, how many completed the program in four years or less (by Aug. 31, 2019)**	226	413	610	1,249
E	**Of the initial 2015 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2019 and by Aug. 31, 2020)**	118	129	172	419
F	**Of the initial 2015 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2020 and by Aug. 31, 2021)**	17	24	21	62
G	**Total graduating within six years (sum of lines D, E, and F)**	361	566	803	1,730
H	**Six-year graduation rate for 2015 cohort (G divided by C)**	65%	72%	77%	73%

For Two-Year Institutions

Please provide data for the **2019** cohort if available. If **2019** cohort data are not available, provide data for the **2018** cohort.

Table 12 Graduation Rates at Two-Year Institutions for Fall 2019 and 2018 Cohorts

Letter	Graduation Rates	2019 Cohort	2018 Cohort
B12	Initial cohort, total of first-time, full-time degree/certificate-seeking students:		
B13	Of the initial cohort, how many did not persist and did not graduate for the following reasons: • Death • Permanently Disabled • Service in the armed forces, • Foreign aid service of the federal government • Official church missions • Report total allowable exclusions		
B14	Final cohort, after adjusting for allowable exclusions:		
B15	Completers of programs of less than two years duration (total):		
B16	Completers of programs of less than two years within 150 percent of normal time:		
B17	Completers of programs of at least two but less than four years (total):		
B18	Completers of programs of at least two but less than four-years within 150 percent of normal time:		
B19	Total transfers-out (within three years) to other institutions:		
B20	Total transfers to two-year institutions:		

Letter	Graduation Rates	2019 Cohort	2018 Cohort
B21	Total transfers to four-year institutions:		

B22. Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2022 (or the preceding summer term).

- ✓ The initial cohort may be adjusted for students who departed for the following reasons:
  - Death
  - Permanent Disability
  - Service in the armed forces
  - Foreign aid service of the federal government
  - Official church missions
  - No other adjustments to the initial cohort should be made.

For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution in Fall 2021 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates official enrollment for Fall 2022.

- ✓ 82.20%

Section C: FIRST-TIME, FIRST-YEAR ADMISSION

C1-C2: Applications

C1. First-time, first-year students: Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in **Fall 2022**.

- ✓ Include early decision, early action, and students who began studies during summer in this cohort.
- ✓ Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution).
- ✓ Since the total may include students who did not provide gender data, the detail need not sum to the total.
- ✓ If your institution collects and reports non-binary gender data, please use the "Another Gender" category.
- ✓ Note that recent high school graduates and other students without prior postsecondary experience will still be considered "first-time students" for fall enrollment reporting purposes even if they enrolled in the summer prior to fall enrollment.
- ✓ Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2022.

Table 13 First-Time, First-Year Student Applicants

First-Time, First-Year Student Applicants	Total
Total first-time, first-year males who applied	5,612
Total first-time, first-year females who applied	9,166
Total first-time, first-year students of another gender who applied	

Table 14 First-Time, First-Year Student Admits

First-Time, First-Year Student Admits	Total
Total first-time, first-year males who were admitted	4,759
Total first-time, first-year females who were admitted	8,223
Total first-time, first-year students of another gender who were admitted	

Table 15 First-Time, First-Year Student Enrollees

First-Time, First-Year Student Enrollees	Total
Total first-time, first-year males who enrolled	1,207
Total first-time, first-year females who enrolled	1,799
Total first-time, first-year students of another gender who enrolled	

Table 16 First-Time, First-Year Student Enrollees by Full- and Part-Time Status

First-Time, First-Year Student Enrollees by Status	Total
Total full-time, first-time, first-year males who enrolled	1,198
Total part-time, first-time, first-year males who enrolled	9
Total full-time, first-time, first-year females who enrolled	1,786
Total part-time, first-time, first-year females who enrolled	13
Total full-time, first-time, first-year students of another gender who enrolled	
Total part-time, first-time, first-year students of another gender who enrolled	

C2. First-time, first-year wait-listed students

✓ **Students who met admission requirements but whose final admission was contingent on space availability)**

Do you have a policy of placing students on a waiting list? Yes

If yes, please answer the questions below for **Fall 2022** admissions:

Table 17 Waiting List

WAITING LIST	TOTAL
Number of qualified applicants offered a place on waiting list:	1,876
Number accepting a place on the waiting list:	267
Number of wait-listed students admitted:	150

Is your waiting list ranked? No

⇒ If yes, do you release that information to students?

⇒ Do you release that information to school counselors?

C3-C5: Admission Requirements

C3. High school completion requirement

Check the appropriate box to identify your high school completion requirement for degree-seeking entering students:

Table 18 High school completion requirement

High School Completion Requirement	Yes/No
High school diploma is required and GED is accepted	Yes
High school diploma is required and GED is not accepted	No
High school diploma or equivalent is not required	No

C4. Does your institution require or recommend a general college-preparatory program for degree-seeking students? Require

C5. Distribution of high school units required and/or recommended. Specify the distribution of academic high school course units required and/or recommended of all or most degree-seeking students using Carnegie units (one unit equals one year of study or its equivalent). If you use a different system for calculating units, please convert.

Table 19 Distribution of High School Units Required and/or Recommended

Distribution of high school units required and/or recommended	Units Required	Units Recommended
Total academic units	16	20
English	4	4
Mathematics	3	4
Science	3	3
Of these, units that must be lab	2	2
Foreign language		2
Social studies	2	2
History	2	2
Academic electives	2	2
Computer Science		
Visual/Performing Arts		1
Other *(specify)*		

C6-C7: Basis for Selection

C6. Do you have an open admission policy, under which virtually all secondary school graduates or students with GED equivalency diplomas are admitted without regard to academic record, test scores, or other qualifications? No

C7. Relative importance of each of the following academic and nonacademic factors in your first-time, first-year, degree-seeking general (not including programs with specific criteria) admission decisions.

Table 20 Importance of Academic and Nonacademic Factors in Admission Decisions

Factors	Importance
Academic	
Rigor of secondary school record	Very important
Class rank	Considered
Academic GPA	Very important
Standardized test scores	Considered
Application Essay	Considered
Recommendation	Considered
Nonacademic	
Interview	Not considered
Extracurricular activities	Not considered
Talent/ability	Considered
Character/personal qualities	Considered
First generation	Not considered
Alumni/ae relation	Not considered
Geographical residence	Not considered
State residency	Considered
Religious affiliation/commitment	Not considered
Racial/ethnic status	Considered
Volunteer work	Not considered
Work experience	Not considered
Level of applicant's interest	Not considered

C8: SAT and ACT Policies

Entrance exams

Does your institution make use of SAT or ACT scores in **admission** decisions for first-time, first-year, degree-seeking applicants: Yes

If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for **Fall 2023.**

SAT or ACT: Not required for admission, but considered if submitted

ACT only: Not required for admission, but considered if submitted

SAT only: Not required for admission, but considered if submitted

C8B. Has been removed from the CDS.

C8C. Has been removed from the CDS.

C8D. In addition, does your institution use applicants' test scores for academic advising? No

C8E. Latest date by which SAT or ACT scores must be received for fall-term admission:

⇒ 04/01

C8F. If necessary, use this space to clarify your test policies (e.g., if tests are recommended for some students, or if tests are not required of some students due to differences by academic program, student academic background, or if other examinations may be considered in lieu of the SAT and ACT.)

⇒ WCU is test optional. Applicants can decide to submit test scores which will be considered.

C8G. Please indicate which tests your institution uses for **placement (e.g., state tests):**

Table 21 Tests used for placement

Test	Used for placement
SAT	Yes
ACT	Yes
AP	Yes
CLEP	Yes
Institutional Exam	Yes
State Exam (specifiy)	No

C9-C12: First-time, first-year Profile

Provide information for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year students** enrolled in **Fall 2022**, including students who began studies during summer, international students/nonresidents, and students admitted under special arrangements.

C9. Percent and number of first-time, first-year students enrolled in Fall 2022 who submitted national standardized (SAT/ACT) test scores.

- ✓ Include information for **ALL enrolled, degree-seeking, first-time, first-year students who submitted test scores**.
- ✓ Do not include partial test scores (e.g., mathematics scores but not critical reading for a category of students) or combine other standardized test results (such as TOEFL) in this item.
- ✓ Do not convert SAT scores to ACT scores and vice versa.
- ✓ If a student submitted multiple sets of scores for a single test, report this information according to how you use the data. For example:
  - If you consider the highest scores from either submission, use the highest combination of scores (e.g., verbal from one submission, math from the other).
  - If you average the scores, use the average to report the scores.

Table 22 Percent and Number of Students Submitting Test Scores

ALL enrolled, degree-seeking, first-time, first-year students who submitted test scores.	Percent	Number
Submitting SAT Scores	23%	689
Submitting ACT Scores	1%	42

For each assessment listed below, report the score that represents the 25th percentile (the score that 25 percent of the first-time, first-year population scored at or below) and the 75th percentile score (the score that 25 percent scored at or above).

Table 23 Percentile Scores for Standardized Assessments

Assessment	25th Percentile Score	50th Percentile Score	75th Percentile Score
SAT Composite	1100	1160	1250
SAT Evidence-Based Reading and Writing	550	590	640
SAT Math	530	570	620
ACT Composite	23	26	30
ACT Math	21	24	27
ACT English	22	25	30
ACT Writing			
ACT Science	23	24	29
ACT Reading	24	30	33

Percent of first-time, first-year students with scores in each range:

Table 24 Percent of Students with Scores in Each Range for SAT Evidence-Based Reading and Writing and SAT Math

Score Range	SAT Evidence-Based Reading and Writing	SAT Math
700-800	6.82%	3.92%
600-699	39.62%	32.80%
500-599	47.75%	55.44%
400-499	5.66%	7.69%
300-399	0.15%	0.15%
200-299	0.00%	0.00%
Totals should = 100%	100%	100%

Table 25 Percent of Students with Scores in Each Range for SAT Composite

Score Range	SAT Composite
1400-1600	3.19%
1200-1399	37.01%
1000-1199	56.31%
800-999	3.34%
600-799	0.15%
400-599	0.00%
Totals should = 100%	100%

Table 26 Percent of Students with Scores in Each Range for ACT Tests

Score Range	ACT Composite	ACT English	ACT Math	ACT Reading	ACT Science
30-36	26%	26%	10%	50%	17%
24-29	48%	36%	45%	26%	48%
18-23	24%	36%	38%	21%	33%
12-17	2%	2%	7%	2%	0%
6-11	0%	0%	0%	0%	2%
Below 6	0%	0%	0%	0%	0%
Totals should = 100%	100%	100%	100%	100%	100%

C10. Percent of all degree-seeking, first-time, first-year students who had high school class rank within each of the following ranges (report information for those students from whom you collected high school rank information)

Table 27 Percent of Degree-Seeking, First-Time, First-Year Students Who Had High School Class Rank in Each Range

Assessment	Percent
Percent in top tenth of high school graduating class	11%
Percent in top quarter of high school graduating class	33%
Percent in top half of high school graduating class	69%
Percent in bottom half of high school graduating class	31%
Percent in bottom quarter of high school graduating class	8%
Percent of total first-time, first-year students who submitted high school class rank:	42%

} Top half + bottom half = 100%.

C11. Percentage of all enrolled, degree-seeking, first-time, first-year students who had high school grade-point averages within each of the following ranges (using 4.0 scale). Report information only for those students from whom you collected high school GPA

Table 28 Percent of Enrolled Degree-Seeking, First-Time, First-Year Students with GPA in Each Range

Range	Percent (All enrolled students)
Percent who had GPA of 4.0	7.8%
Percent who had GPA between 3.75 and 3.99	19.9%
Percent who had GPA between 3.50 and 3.74	22.9%
Percent who had GPA between 3.25 and 3.49	20.9%
Percent who had GPA between 3.00 and 3.24	14.4%
Percent who had GPA between 2.50 and 2.99	11.5%
Percent who had GPA between 2.0 and 2.49	2.7%
Percent who had GPA between 1.0 and 1.99	0.0%
Percent who had GPA below 1.0	0.0%
Totals should = 100%	100%

C12. Average high school GPA

Average high school GPA of all degree-seeking, first-time, first-year students who submitted GPA:

⇒ 3.45

Percent of total first-time, first-year students who submitted high school GPA:

⇒ 99.93%

C13-C20: Admission Policies

C13. Application fee

✓ **If your institution has waived its application fee for the Fall 2022 admission cycle please select no.**

Does your institution have an application fee? Yes

Amount of application fee: $45

Can it be waived for applicants with financial need? Yes

If you have an application fee and an on-line application option, please indicate policy for students who apply on-line: Same fee

Can on-line application fee be waived for applicants with financial need? Yes

C14. Application closing date

Does your institution have an application closing date? No

Table 29 Application Closing Date

Application Closing Date	Date
Application closing date (fall)	Rolling
Priority Date	02/01

C15. Are first-time, first-year students accepted for terms other than the fall? Yes

C16. Notification to applicants of admission decision sent *(fill in one only)*

On a rolling basis beginning (date): 10/01

C17. Reply policy for admitted applicants *(fill in one only)*

Must reply by May 1st or within 4 weeks if notified thereafter

Deadline for housing deposit (MMDD): 05/01

Amount of housing deposit: $200

Refundable if student does not enroll? No

18. Deferred admission: Does your institution allow students to postpone enrollment after admission? No

If yes, maximum period of postponement:

C19. Early admission of high school students: Does your institution allow high school students to enroll as full-time, first-time, first-year students one year or more before high school graduation? Yes

C20. Common Application: Question removed from CDS. (Initiated during 2006-2007 cycle)

C21-C22: Early Decision and Early Action Plans

C21. Early decision: Does your institution offer an early decision plan (an admission plan that permits students to apply and be notified of an admission decision well in advance of the regular notification date and that asks students to commit to attending if accepted) for first-time, first-year applicants for fall enrollment? No

If "yes," please complete the following:

First or only early decision plan closing date: Month/Day
First or only early decision plan notification date: Month/Day

Other early decision plan closing date: Month/Day
Other early decision plan notification date: Month/Day

For the Fall 2022 entering class:

⇒ Number of early decision applications received by your institution:
⇒ Number of applicants admitted under early decision plan:
⇒ Please provide significant details about your early decision plan:

C22. Early action: Do you have a nonbinding early action plan whereby students are notified of an admission decision well in advance of the regular notification date but do not have to commit to attending your college? No

If "yes," please complete the following:

Early action closing date: Month/Day
Early action notification date: Month/Day

Is your early action plan a "restrictive" plan under which you limit students from applying to other early plans?

Section D: TRANSFER ADMISSION

D1-D2: Fall Applicants

D1. Does your institution enroll transfer students? Yes

(If no, please skip to Section E)

If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities? Yes

D2. Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in **Fall 2022**.

- ✓ If your institution collects and reports non-binary gender data, please use the "Another Gender" category.

Table 30 Transfer Students Who Applied, Were Admitted, and Enrolled by Gender

	Applicants	Admitted Applicants	Enrolled Applicants
Male	784	701	457
Female	1,119	996	583
Another Gender			
Total	**1,903**	**1,697**	**1,040**

D3-D11: Application for Admission

D3. Indicate terms for which transfers may enroll: Fall, Spring

D4. Must a transfer applicant have a minimum number of credits completed or else must apply as an entering first-year student? No

If yes, what is the minimum number of credits and the unit of measure?

- ⇒ Number:
- ⇒ Unit type:

D5. Indicate all items required of transfer students to apply for admission:

Table 31 Items Required of Transfer Applicants

Item	Requirement
High school transcript	Required of some
College transcript(s)	Required of all
Essay or personal statement	Required of some
Interview	Required of some
Standardized test scores	Required of some
Statement of good standing from prior institution(s)	Not required

D6. If a minimum high school grade point average is required of transfer applicants, specify (on a 4.0 scale):

D7. If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale):

⇒ 2.0

D8. List any other application requirements specific to transfer applicants:

⇒ Applicants must submit official copies of college transcripts for every institution attended. In some cases, students will be required to submit a midterm progress report. If a transfer applicant has completed less than 24 credits, they must submit a high school transcript and standardized test scores if they have been out of high school for less than 3 years. Audition is required for music applicants, portfolio for art applicants, and interview for Respiratory Care.

D9. List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a checkmark in the "Rolling admission" column.

Fall: Rolling admission

Winter:

Spring: Rolling admission

Summer:

D10. Does an open admission policy, if reported, apply to transfer students?

D11. Describe additional requirements for transfer admission, if applicable:

⇒ Some academic programs will require higher than a 2.0 grade point average and specific course prerequisites. An audition is required for music and some programs may require an interview.

D12-D17: Transfer Credit Policies

D12. Report the lowest grade earned for any course that may be transferred for credit:

⇒ D (1.0)

D13. Maximum number of credits or courses that may be transferred from a two-year institution:

⇒ Number: No maximum

⇒ Unit type:

D14. Maximum number of credits or courses that may be transferred from a four-year institution:

⇒ Number: No maximum

⇒ Unit type:

D15. Minimum number of credits that transfers must complete at your institution to earn an associate degree:

⇒ Number:

⇒ Unit type:

D16. Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree:

⇒ Number: 30 for a 120-credit degree program

⇒ Unit type:

D17. Describe other transfer credit policies:

⇒ Credit may be granted for equivalent courses completed in accredited institutions of higher education. Credit for work completed at an unaccredited institution may be granted on the recommendation of the student's major department in consultation with the school or college dean and transfer credit analyst.

⇒ Grades of D or above are accepted for transfer.

⇒ Grades in a course submitted for transfer as a major program requirement must be the same or higher than the minimum grade required by the department. For example, if a program requires a student earn a B or better in a major program requirement, then the student requesting transfer credit from another institution

must have earned a minimum of B in the parallel course. If a student earns a lower grade than the requirement, the department may require the course to be repeated at West Chester University.

⇒ If a student changes their major, grades originally approved for transfer will be re-evaluated by the new major department.

⇒ No course equivalency transfer credit will be given for WCU courses numbered at the 400 level, unless the courses are taken at an institution that grants a baccalaureate degree. Departments have the right to accept courses for their majors as XXX 199 or TRN 199 credits.

⇒ Transcripts will be evaluated by the Office of the Registrar when applying to the institution. Students will be sent a copy of their Transfer Credit Evaluation within two weeks of providing transcripts for review.

D18-D22: Military Service Transfer Credit Policies

D18. Does your institution accept the following military/veteran transfer credits:

American Council on Education (ACE) Yes

College Level Examination Program (CLEP) Yes

DANTES Subject Standardized Tests (DSST) Yes

D19. Maximum number of credits or courses that may be transferred based on military education evaluated by the American Council on Education (ACE):

⇒ Number: No maximum

⇒ Unit type:

D20. Maximum number of credits or courses that may be transferred based on Department of Defense supported prior learning assessments (College Level Examination Program (CLEP) or DANTES Subject Standardized Tests (DSST)):

⇒ Number: No maximum

⇒ Unit type:

D21. Are the military/veteran credit transfer policies published on your website? Yes

If yes, please provide the URL where the policy can be located:

⇒ https://www.wcupa.edu/registrar/transferPolicies.aspx

D22. Describe other military/veteran transfer credit policies unique to your institution:

Section E: ACADEMIC OFFERINGS AND POLICIES

E1. Special study options: Identify those programs available at your institution. Refer to the glossary for definitions.

Accelerated program	Yes
Comprehensive transition and postsecondary program for students with intellectual disabilities	Yes
Cross-registration	Yes
Distance learning	Yes
Double major	Yes
Dual enrollment	Yes
English as a Second Language (ESL)	Yes
Exchange student program (domestic)	Yes
External degree program	No
Honors program	Yes
Independent study	Yes
Internships	Yes
Liberal arts/career combination	Yes
Student-designed major	Yes
Study abroad	Yes
Teacher certification program	Yes
Undergraduate Research	Yes
Weekend college	No
Other (specify):	No

E2. Has been removed from the CDS.

E3. Areas in which all or most students are required to complete some course work prior to graduation:

Arts/fine arts	No
Computer literacy	No
English (including composition)	Yes
Foreign languages	Yes
History	No
Physical Education	No

Humanities	Yes
Intensive writing	Yes
Mathematics	Yes
Philosophy	No
Sciences (biological or physical)	Yes
Social Science	Yes
Other (specify):	Yes, Public speaking/speaking emphasis; diverse communities; ethics; capstone course; first-year experience; interdisciplinary requirements for all. Language for BA degree candidates.

Section F: STUDENT LIFE

F1. Percentages of first-time, first-year degree-seeking students and degree-seeking undergraduates enrolled in Fall 2022 who fit the following categories:

Table 32 Percentages of Degree-Seeking Students by Residency, Greek Life Participation, Housing, and Age

Percentages of first-time, first-year degree-seeking students and degree-seeking undergraduates	First-time, first-year students	Undergraduates
Percent who are from out of state (exclude international/nonresidents from the numerator and denominator)	13%	10%
Percent of men who join fraternities	0%	14%
Percent of women who join sororities	0%	13%
Percent who live in college-owned, -operated, or -affiliated housing	88%	38%
Percent who live off campus or commute	12%	62%
Percent of students age 25 and older	0%	8%
Average age of full-time students	18	20
Average age of all students (full- and part-time)	18	21

F2. Activities offered Identify those programs available at your institution.

Campus ministries	Yes
Choral groups	Yes
Concert band	Yes
Dance	Yes
Drama/theater	Yes
International student organization	Yes
Jazz band	Yes
Literary magazine	Yes
Marching band	Yes
Model UN	Yes
Music ensembles	Yes
Musical theater	Yes
Opera	No
Pep band	Yes
Radio station	Yes
Student government	Yes

Student newspaper	Yes
Student-run film society	Yes
Symphony orchestra	Yes
Television station	Yes
Yearbook	Yes

F3. ROTC (program offered in cooperation with Reserve Officers' Training Corps)

Army ROTC is offered: On campus; At cooperating institution (name): Widener University; Immaculata University Villanova University; Penn State University Brandywine

Naval ROTC is offered: No

Air Force ROTC is offered: At cooperating institution (name): St. Joseph's University

F4.Housing: Check all types of college-owned, -operated, or -affiliated housing available for undergraduates at your institution.

Coed residence halls	Yes
Men's residence halls	No
Women's residence halls	No
Apartments for married students	No
Apartments for single students	Yes
Special housing for disabled students	No
Special housing for international students	No
Fraternity/sorority housing	No
Cooperative housing	No
Theme housing	Yes
Wellness Housing	No
Living Learning Communities	No
Other housing options (specify):	No

Section G: ANNUAL EXPENSES

G0. Please provide the URL of your institution's net price calculator:

⇒ https://www.passhe.edu/answers/Calculator/WE/npcalc-216764.htm

Provide 2023–2024 academic year costs of attendance for the following categories that are applicable to your institution.

☒ Check here if your institution's 2023–2024 academic year costs of attendance are not available at this time and provide an approximate date (i.e., month/day) when your institution's final 2023–2024 academic year costs of attendance will be available:

⇒ 07/01

G1. Undergraduate full-time tuition, required fees, food and housing

List the typical tuition, required fees, and food and housing for a full-time undergraduate student for the **FULL 2023–2024** academic year. (30 semester hours or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits).

- ✓ A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters, two trimesters, three quarters, or the period covered by a four-one-four plan.
- ✓ Food and housing is defined as double occupancy and 19 meals per week or the maximum meal plan.
- ✓ **Required fees** include only charges that all full-time students must pay that are ***not*** included in tuition (e.g., registration, health, or activity fees.)
- ✓ Do ***not*** include optional fees (e.g., parking, laboratory use).

Table 33 Undergraduate Full-Time Tuition at Private Institutions

PRIVATE INSTITUTION	FIRST-YEAR	UNDERGRADUATES
Tuition:		

Table 34 Undergraduate Full-Time Tuition at Public Institutions

PUBLIC INSTITUTION	FIRST-YEAR	UNDERGRADUATES
Tuition: In-district:	$7,716	$7,716
Tuition: In-state (out-of-district):	$7,716	$7,716
Tuition: Out-of-state:	$19,290	$19,290
Tuition: International (nonresident):	$19,290	$19,290

Table 35 Undergraduate Full-Time Required Fees, Food, and Housing for All Institutions

FOR ALL INSTITUTIONS	FIRST-YEAR	UNDERGRADUATES
Required Fees:	$2,971	$2,971
Food and Housing (on-campus):	$10,326	$10,326
Housing Only (on-campus):	$6,142	$6,142
Food Only (on-campus meal plan):	$4,184	$4,184

Comprehensive tuition and food and housing fee (if your college cannot provide separate tuition and food and housing fees):

Other:

G2. Number of credits per term a student can take for the stated full-time tuition.

Minimum: 12

Maximum: 18

G3. Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)? No

G4. Do tuition and fees vary by undergraduate instructional program? No

If yes, what percentage of full-time undergraduates pay more than the tuition and fees reported in G1?

⇒ %

G5. Provide the estimated expenses for a typical full-time undergraduate student:

Table 36 Estimated Expenses for a Typical Full-Time Undergraduate Student

Estimated Expenses	Residents	Commuters (living at home)	Commuters (not living at home)
Books and supplies:	$1,200	$1,200	$1,200
Housing only:	Not Applicable	Not Applicable	$13,274
Food only:	Not Applicable	$2,298	$3,850
Food and housing total*	Not Applicable	Not Applicable	
Transportation:	$2,940	$2,940	$2,940
Other expenses:	$1,800	$1,800	$1,800

*If your college cannot provide separate food and housing figures for commuters not living at home

G6. Undergraduate per-credit-hour charges (tuition only):

Table 37 Undergraduate Per Credit Hour Charges (Tuition Only)

Undergraduate per-credit-hour charges	Tuition only
PRIVATE INSTITUTIONS:	
PUBLIC INSTITUTIONS:	Not Applicable
In-district:	$322
In-state (out-of-district):	$322
Out-of-state:	$805
NONRESIDENTS:	$805

Section H: FINANCIAL AID

Please refer to the following financial aid definitions when completing Section H.

Awarded aid: The dollar amounts offered to financial aid applicants.

Financial aid applicant: Any applicant who submits **any one of** the institutionally required financial aid applications/forms, such as the FAFSA.

Indebtedness: Aggregate dollar amount borrowed through any loan program (federal, state, subsidized, unsubsidized, private, etc.; excluding parent loans) while the student was enrolled at an institution. Student loans co-signed by a parent are assumed to be the responsibility of the student and **should** be included.

Institutional scholarships and grants: Endowed scholarships, annual gifts and tuition funded grants for which the institution determines the recipient.

Financial need: As determined by your institution using the federal methodology and/or your institution's own standards.

Need-based aid: College-funded or college-administered award from institutional, state, federal, or other sources for which a student must have financial need to qualify. This includes both institutional and non-institutional student aid (grants, jobs, and loans).

Need-based scholarship or grant aid: Scholarships and grants from institutional, state, federal, or other sources for which a student must have financial need to qualify.

Need-based self-help aid: Loans and jobs from institutional, state, federal, or other sources for which a student must demonstrate financial need to qualify.

Non-need-based scholarship or grant aid: Scholarships and grants, gifts, or merit-based aid from institutional, state, federal, or other sources (including unrestricted funds or gifts and endowment income) awarded solely on the basis of academic achievement, merit, or any other non-need-based reason. When reporting questions H1 and H2, non-need-based aid that is used to meet need should be counted as need-based aid.

Note: Suggested order of precedence for counting non-need money as need-based:

1. Non-need institutional grants
2. Non-need tuition waivers
3. Non-need athletic awards
4. Non-need federal grants
5. Non-need state grants
6. Non-need outside grants
7. Non-need student loans
8. Non-need parent loans
9. Non-need work

Non-need-based self-help aid: Loans and jobs from institutional, state, or other sources for which a student need not demonstrate financial need to qualify.

Private student loans: A nonfederal loan made by a lender such as a bank, credit union or private lender used to pay for up to the annual cost of education, less any financial aid received.

External scholarships and grants: Scholarships and grants received from outside (private) sources that students bring with them (e.g., Kiwanis, National Merit scholarships). The institution may process paperwork to receive the dollars, but it has no role in determining the recipient or the dollar amount awarded.

Work study and employment: Federal and state work study aid, and any employment packaged by your institution in financial aid awards.

H1-H5: Aid Awarded to Enrolled Undergraduates

H1. Enter total dollar amounts **awarded** to enrolled full-time and less than full-time degree-seeking undergraduates **(using the same cohort reported in CDS Question B1, "total degree-seeking" undergraduates)** in the following categories.

- ✓ If the data being reported are final figures for the 2021–2022 academic year (see the next item below), use the 2021–2022 academic year's CDS Question B1 cohort.
- ✓ Include aid awarded to international students (i.e., those not qualifying for federal aid).
- ✓ Aid that is non-need-based but that was used to meet need should be reported in the need-based aid column.
- ✓ For a suggested order of precedence in assigning categories of aid to cover need, see the entry for "non-need-based scholarship or grant aid" on the last page of the definitions section.
- ✓ Do NOT include any aid related to the CARES Act or unique to the COVID-19 pandemic.

Indicate the academic year for which data are reported for **items H1**, **H2**, **H2A**, and **H6** below:

2021-2022 Final

Which needs-analysis methodology does your institution use in awarding institutional aid?

(Formerly H3): Federal methodology (FM)

Table 38 Amount of Scholarship/Grant Aid

Scholarships/Grants	Need-based (Include non-need-based aid used to meet need.)	Non-need-based (Exclude non-need-based aid used to meet need.)
Federal	$16,842,569	$2,645
State all states, not only the state in which your institution is located	$9,541,223	$44,508
Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).	$7,359,133	$3,019,300
Scholarships/grants from external sources (e.g. Kiwanis, National Merit) not awarded by the college	$2,573,464	$1,412,887
Total Scholarships/Grants	**$36,316,389**	**$4,479,340**

Table 39 Amount Self-Help Aid

Self-Help	Need-based (Include non-need-based aid used to meet need.)	Non-need-based (Exclude non-need-based aid used to meet need.)
Student loans from all sources (excluding parent loans)	$64,958,017	$29,961,648
Federal Work-Study	$1,946,382	Not Applicable
State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)		
Total Self-Help	**$66,904,399**	**$29,961,648**

Table 40 Amount of Miscellaneous Aid

Miscellaneous	Need-based (Include non-need-based aid used to meet need.)	Non-need-based (Exclude non-need-based aid used to meet need.)
Parent Loans	$	$17,921,267
Tuition Waivers Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.	$	$
Athletic Awards	$992,494	$338,837

H2. Number of Enrolled Students Awarded Aid: List the number of degree-seeking full-time and less-than-full-time undergraduates who applied for and were awarded financial aid from any source.

- ✓ **Aid that is non-need-based but that was used to meet need should be counted as need-based aid.**
- ✓ Numbers should reflect the cohort awarded the dollars reported in H1.
- ✓ In the chart below, students may be counted in more than one row, and full-time, first-time, first-year students should also be counted as full-time undergraduates.
- ✓ Do NOT include any aid related to the CARES Act or unique to the COVID-19 pandemic.

Table 41 Number of Enrolled Students Awarded Aid

Letter	Number of Enrolled Students Awarded Aid	Full-time, First-time, First-Year	Full-time Undergrad (Incl. Fresh)	Less Than Full-time Undergrad
A	Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2022 cohort)	2,614	12,668	1,474
B	Number of students in line **a** who applied for need-based financial aid	2,313	9,657	854
C	Number of students in line **b** who were determined to have financial need	1,512	6,724	703
D	Number of students in line **c** who were awarded any financial aid	1,468	6,420	594
E	Number of students in line **d** who were awarded any need-based scholarship or grant aid	1,021	4,567	450
F	Number of students in line **d** who were awarded any need-based self-help aid	1,241	5,355	432
G	Number of students in line **d** who were awarded any non-need-based scholarship or grant aid	681	2,020	70
H	Number of students in line **d** whose need was fully met (exclude PLUS loans, unsubsidized loans, and private alternative loans)	128	619	22
I	On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)	45.7%	45.1%	35.7%
J	The average financial aid package of those in line **d.** Exclude any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)	$9,064	$9,363	$6,402
K	Average need-based scholarship or grant award of those in line **e**	$6,417	$6,266	$4,083
L	Average need-based self-help award (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line **f**	$3,582	$4,449	$4,180

Letter	Number of Enrolled Students Awarded Aid	Full-time, First-time, First-Year	Full-time Undergrad (Incl. Fresh)	Less Than Full-time Undergrad
M	Average need-based loan (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line **f** who were awarded a need-based loan	$3,268	$4,135	$1,819

H2A. Number of Enrolled Students Awarded Non-need-based Scholarships and Grants: List the number of degree-seeking full-time and less-than-full-time undergraduates who had no financial need and who were awarded institutional non-need-based scholarship or grant aid.

- ✓ Numbers should reflect the cohort awarded the dollars reported in H1.
- ✓ In the chart below, students may be counted in more than one row, and full-time, first-time, first-year students should also be counted as full-time undergraduates.

Table 42 Number of Students Awarded Non-Need Based Scholarship/Grant Aid

Letter	Number of Enrolled Students Awarded Non-need-based Scholarships and Grants	Full-time First-time First-Year	Full-time Undergrad (Incl. Fresh)	Less Than Full-time Undergrad
N	Number of students in line **a** who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)	345	905	11
O	Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line **n**	$2,193	$2,361	$2,547
P	Number of students in line **a** who were awarded an institutional non-need-based athletic scholarship or grant	20	92	2
Q	Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line **p**	$3,399	$3,623	$2,750

Note: These are the graduates and loan types to include and exclude in order to fill out CDS H4 and H5.

Include:

- ✓ 2022 undergraduate class: all students who started at your institution as first-time students and received a bachelor's degree between July 1, 2021 and June 30, 2022.
- ✓ Only loans made to students who borrowed while enrolled at your institution.
- ✓ Co-signed loans.

Exclude:

- Students who transferred in.
- Money borrowed at other institutions.
- Parent loans
- Students who did not graduate or who graduated with another degree or certificate (but no bachelor's degree).
- Any aid related to the CARES Act or unique to the COVID-19 pandemic.

H4. Provide the number of students in the 2022 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2021 and June 30, 2022. Exclude students who transferred into your institution.

⇒ 2,030

H5. Number and percent of students in class (defined in H4 above) borrowing from federal, non-federal, and any loan sources, and the average (or mean) amount borrowed.

- The "Average per-undergraduate-borrower cumulative principal borrowed," is designed to provide better information about student borrowing from federal and nonfederal (institutional, state, commercial) sources.
- The numbers, percentages, and averages for each row should be based only on the loan source specified for the particular row. For example, the federal loans average (row b) should only be the cumulative average of federal loans and the private loans average (row e) should only be the cumulative average of private loans.

Table 43 Number and Percent of Students Borrowing from Federal, Non-Federal, and Any Loan Sources and Average Amount Borrowed

Letter	Source/Type of Loan	Number in the class (defined in H4 above) who borrowed from the types of loans specified in the first column	Percent of the class (defined above) who borrowed from the types of loans specified in the first column (nearest 1%)	Average per-undergraduate-borrower cumulative principal borrowed from the types of loans specified in the first column (nearest $1)
A	Any loan program: Federal Perkins, Federal Stafford Subsidized and Unsubsidized, institutional, state, private loans that your institution is aware of, etc. Include both Federal Direct Student Loans and Federal Family Education Loans.	1,516	74.68%	$35,714
B	Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.	1,484	73.10%	$22,650
C	Institutional loan programs.		%	$
D	State loan programs.		%	$
E	Private student loans made by a bank or lender.	533	26.26%	$38,516

H6-H7: Aid to Undergraduate Degree-seeking Nonresidents

- **Report numbers and dollar amounts for the same academic year checked in item H1**

H6. Indicate your institution's policy regarding institutional scholarship and grant aid for undergraduate degree-seeking nonresidents:

Institutional need-based scholarship or grant aid is available	Yes
Institutional non-need-based scholarship or grant aid is available	Yes
Institutional scholarship and grant aid is not available	No

If institutional financial aid is available for undergraduate degree-seeking nonresidents, provide the number of undergraduate degree-seeking nonresidents who were awarded need-based or non-need-based aid:

⇒ 13

Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresidents:

⇒ $4,393

Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresidents:

⇒ $57,114

H7. Check off all financial aid forms nonresident first-year financial aid applicants must submit:

Institution's own financial aid form	No
CSS Profile	No
Other:	Yes, West Chester University Admissions Application

H8-H11: Process for First-Year Students

H8. Check off all financial aid forms domestic first-year financial aid applicants must submit:

FAFSA	Yes
Institution's own financial aid form	No
CSS Profile	No
State aid form	No
Noncustodial Profile	No
Business/Farm Supplement	No
Other:	No

H9. Indicate filing dates for first-year students:

Does your institution have a deadline for filing required financial aid forms for first-year students?

Priority date for filing required financial aid forms: 03/01

Deadline for filing required financial aid forms: No

No deadline for filing required forms (applications processed on a rolling basis) Yes

H10. Indicate notification dates for first-year students (answer a or b):

Students notified on a rolling basis: Starting date 03/01

H11. Indicate reply dates:

Students must reply within 4 weeks of notification

H12-H15: Types of Aid Available

Please check off all types of aid available to undergraduates at your institution:

H12. Loans

Federal Direct Subsidized Stafford Loans	Yes
Federal Direct Unsubsidized Stafford Loans	Yes
Federal Direct PLUS Loans	Yes
Federal Nursing Loans	No
State Loans	No
College/university loans from institutional funds	No
Other (specify):	No

H13. Need Based Scholarships and Grants

Federal Pell	Yes
Federal SEOG	Yes
State scholarships/grants	Yes
Private Scholarships	Yes
College/university scholarship or grant aid from institutional funds	Yes
United Negro College Fund	No
Federal Nursing Scholarship	No
Other (specify):	No

H14. Check off criteria used in awarding institutional aid. Check all that apply.

Table 44 Criteria Used in Awarding Both Need- and Non-Need Based Institutional Aid

Criteria used in awarding institutional aid	Non-need or Need-based
Academics	Non-need based; Need based
Alumni affiliation	Neither
Art	Non-need based
Athletics	Non-need based
Job skills	Neither
ROTC	Non-need based
Leadership	Non-need based
Minority Status	Need based
Music/drama	Non-need based
Religious affiliation	Neither
State/district residency	Neither

H15. If your institution has recently implemented any major financial aid policy, program, or initiative to make your institution more affordable to incoming students such as replacing loans with grants, or waiving costs for families below a certain income level please provide details below:

Are these policies related to the COVID-19 pandemic? No

Section I: INSTRUCTIONAL FACULTY AND CLASS SIZE

I1. Please report the number of instructional faculty members in each category for Fall 2022. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.

The following definition of full-time instructional faculty is used by the American Association of University Professors (AAUP) in its annual Faculty Compensation Survey (the part time definitions are not used by AAUP). Instructional Faculty is defined as those members of the instructional-research staff whose major regular assignment is instruction, including those with released time for research. Use the chart below to determine inclusions and exclusions:

Table 45 Guidelines for Including/Excluding Instructional Faculty for Reporting

Letter	Description	Full-time	Part-time
A	Instructional faculty in preclinical and clinical medicine, faculty who are not paid (e.g., those who donate their services or are in the military), or research-only faculty, post-doctoral fellows, or pre-doctoral fellows	Exclude	Include only if they teach one or more non-clinical credit courses
B	Administrative officers with titles such as dean of students, librarian, registrar, coach, and the like, even though they may devote part of their time to classroom instruction and may have faculty status	Exclude	Include if they teach one or more non-clinical credit courses
C	Other administrators/staff who teach one or more non-clinical credit courses even though they do not have faculty status	Exclude	Include

Letter	Description	Full-time	Part-time
D	Undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like	Exclude	Exclude
E	Faculty on sabbatical or leave with pay	Include	Exclude
F	Faculty on leave without pay	Exclude	Exclude
G	Replacement faculty for faculty on sabbatical leave or leave with pay	Exclude	Include

Full-time instructional faculty: faculty employed on a full-time basis for instruction (including those with released time for research)

Part-time instructional faculty: Adjuncts and other instructors being paid solely for part-time classroom instruction. Also includes full-time faculty teaching less than two semesters, three quarters, two trimesters, or two four-month sessions. Employees who are not considered full-time instruction faculty but who teach one or more non-clinical credit courses may be counted as part-time faculty.

Minority faculty**:** includes faculty who designate themselves as Black, non-Hispanic; American Indian or Alaska Native; Asian, Native Hawaiian or other Pacific Islander, or Hispanic.

Doctorate**:** includes such degrees as Doctor of Philosophy, Doctor of Education, Doctor of Juridical Science, and Doctor of Public Health in any field such as arts, sciences, education, engineering, business, and public administration. Also includes terminal degrees formerly designated as “first professional,” including dentistry (DDS or DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), pharmacy (DPharm or BPharm), podiatric medicine (DPM), veterinary medicine (DVM), chiropractic (DC or DCM), or law (JD).

Terminal master’s degree**:** a master’s degree that is considered the highest degree in a field: example, M. Arch (in architecture) and MFA (master of fine arts in art or theater).

Table 46 Number of Instructional Faculty

Letter	Description	Full-time	Part-time	Total
A	Total number of instructional faculty	663	285	948
B	Total number who are members of minority groups	146	41	187
C	Total number who are females	366	163	529
D	Total number who are males	297	122	419
E	Total number who are nonresidents (international)	30	1	31
F	Total number with doctorate, or other terminal degree	591	105	696
G	Total number whose highest degree is a master's but not a terminal master's	70	161	231
H	Total number whose highest degree is a bachelor's	2	18	20
I	Total number whose highest degree is unknown or other (Note: Items **f**, **g**, **h**, and **i** must sum up to item **a**.)	0	1	1
J	Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students	0	0	0

I2. Student to Faculty Ratio

Report the Fall 2022 ratio of full-time equivalent undergraduate and graduate students (full-time plus 1/3 part time) to full-time equivalent instructional faculty of undergraduate and graduate students (full-time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate level students.

- Do not count undergraduate or graduate student teaching assistants as faculty.

Fall 2022 Student to Faculty ratio: 20 to 1

- Based on 13,188 students and 673 faculty.

I3. Undergraduate Class Size

In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2022 term.

Class Sections: A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes. Each class section **should** be counted only once and should not be duplicated because of course catalog cross-listings.

Class Subsections: A class subsection includes any subsection of a course, such as laboratory, recitation, and discussion subsections that are supplementary in nature and are scheduled to meet separately from the lecture portion of the course. Undergraduate subsections are defined as any subsections of courses in which degree-seeking undergraduate students enrolled for credit. As above, exclude noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Each class subsection should be counted only once and should not be duplicated because of cross-listings.

Using the above definitions, please report for each of the following class-size intervals the number of *class sections* and *class subsections* offered in Fall 2022. For example, a lecture class with 800 students who met at another time in 40 separate labs with 20 students should be counted once in the "100+" column in the class section column and 40 times under the "20-29" column of the class subsections table.

Number of Class Sections with Undergraduates Enrolled

Undergraduate Class Size (provide numbers)

Table 47 Number of Class Sections with Undergraduates Enrolled by Class-Size

Undergraduate	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SECTIONS	128	435	672	485	137	68	56	1,981

Table 48 Number of Class Sub-Sections with Undergraduates Enrolled by Class-Size

Undergraduate	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SUB-SECTIONS	5	18	65	15	0	0	0	103

Section J: Disciplinary areas of DEGREES CONFERRED

Degrees conferred between July 1, 2021 and June 30, 2022

For each of the following discipline areas, provide the percentage of diplomas/certificates, associate, and bachelor's degrees awarded. To determine the percentage, use majors, not headcount (e.g., students with one degree but a double major will be represented twice). Calculate the percentage from your institution's IPEDS Completions by using the sum of 1st and 2nd majors for each CIP code as the numerator and the sum of the Grand Total by 1st Majors and the Grand Total by 2nd major as the denominator. If you prefer, you can compute the percentages using 1st majors only.

Table 49 Degrees Conferred by Discipline

Category	Diploma/ Certificates	Associate	Bachelor's	CIP 2020 Categories to Include
Agriculture			0.00%	01
Natural resources and conservation			0.00%	03
Architecture			0.18%	04
Area, ethnic, and gender studies			0.40%	05
Communication/journalism			3.29%	09
Communication technologies			0.00%	10
Computer and information sciences			3.60%	11
Personal and culinary services			0.00%	12
Education			9.00%	13
Engineering			0.00%	14
Engineering technologies			0.00%	15
Foreign languages, literatures, and linguistics			0.43%	16
Family and consumer sciences			0.00%	19
Law/legal studies			0.00%	22
English			5.58%	23
Liberal arts/general studies			3.84%	24
Library science			0.00%	25
Biological/life sciences			3.78%	26
Mathematics and statistics			0.88%	27
Military science and military technologies			0.00%	28 and 29
Interdisciplinary studies			0.00%	30
Parks and recreation			6.25%	31

Category	Diploma/ Certificates	Associate	Bachelor's	CIP 2020 Categories to Include
Philosophy and religious studies			0.18%	38
Theology and religious vocations			0.00%	39
Physical sciences			1.22%	40
Science technologies			0.00%	41
Psychology			6.86%	42
Homeland Security, law enforcement, firefighting, and protective services			5.79%	43
Public administration and social services			1.86%	44
Social sciences			3.11%	45
Construction trades			0.00%	46
Mechanic and repair technologies			0.00%	47
Precision production			0.00%	48
Transportation and materials moving			0.00%	49
Visual and performing arts			3.48%	50
Health professions and related programs			15.28%	51
Business/marketing			23.76%	52
History			1.22%	54
Other			0.00%	
TOTAL			100.00%	

Common Data Set Definitions

All definitions related to the financial aid section appear at the end of the Definitions document. Items preceded by an asterisk (*) represent definitions agreed to among publishers which do not appear on the CDS document but may be present on individual publishers' surveys. Additional guidance for some terms, particularly those common with the IPEDS survey, may be found in the IPEDS public glossary.

***Academic advisement:** Plan under which each student is assigned to a faculty member or a trained adviser, who, through regular meetings, helps the student plan and implement immediate and long-term academic and vocational goals.

Accelerated program: Completion of a college program of study in fewer than the usual number of years, most often by attending summer sessions and carrying extra courses during the regular academic term**.**

Admitted student: Applicant who is offered admission to a degree-granting program at your institution.

***Adult student services:** Admission assistance, support, orientation, and other services expressly for adults who have started college for the first time, or who are re-entering after a lapse of a few years.

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) and maintaining tribal affiliation or community attachment.

Applicant (first-time, first year): An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who has been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution).

Application fee: That amount of money that an institution charges for processing a student's application for acceptance. This amount is *not* creditable toward tuition and required fees, nor is it refundable if the student is not admitted to the institution.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Associate degree: An award that normally requires at least two but less than four years of full-time equivalent college work.

Bachelor's degree: An award (baccalaureate or equivalent degree, as determined by the Secretary of the U.S. Department of Education) that normally requires at least four years but *not* more than five years of full-time equivalent college-level work. This includes ALL bachelor's degrees conferred in a five-year cooperative (work-study plan) program. (A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies.) Also, it includes bachelor's degrees in which the normal four years of work are completed in three years.

Black or African American*:* A person having origins in any of the black racial groups of Africa.

Food (charges): Assume average cost for 19 meals per week or the maximum meal plan.

Books and supplies (costs): Average cost of books and supplies. Do not include unusual costs for special groups of students (e.g., engineering or art majors), unless they constitute the majority of students at your institution.

Calendar system: The method by which an institution structures most of its courses for the academic year.

Campus Ministry: Religious student organizations (denominational or nondenominational) devoted to fostering religious life on college campuses. May also refer to Campus Crusade for Christ, an interdenominational Christian organization.

***Career and placement services:** A range of services, including (often) the following: coordination of visits of employers to campus; aptitude and vocational testing; interest inventories, personal counseling; help in resume writing, interviewing, launching the job search; listings for those students desiring employment and those seeking permanent positions; establishment of a permanent reference folder; career resource materials.

Carnegie units: One year of study or the equivalent in a secondary school subject.

Certificate: See Postsecondary award, certificate, or diploma.

Class rank: The relative numerical position of a student in his or her graduating class, calculated by the high school on the basis of grade-point average, whether weighted or unweighted.

College-preparatory program: Courses in academic subjects (English, history and social studies, foreign languages, mathematics, science, and the arts) that stress preparation for college or university study.

Common Application: The standard application form distributed by the National Association of Secondary School Principals for a large number of private colleges who are members of the Common Application Group.

***Community service program:** Referral center for students wishing to perform volunteer work in the community or participate in volunteer activities coordinated by academic departments.

Commuter: A student who lives off campus in housing that is not owned by, operated by, or affiliated with the college. This category includes students who commute from home and students who have moved to the area to attend college.

Comprehensive transition and postsecondary program for students with intellectual disabilities: Programs designed to support postsecondary students with intellectual disabilities obtain instruction in academic, career and technical, and independent living subjects in preparation for employment.

Clock hour: A unit of measure that represents an hour of scheduled instruction given to students. Also referred to as contact hour.

Continuous basis (for program enrollment): A calendar system classification that is used by institutions that enroll students at any time during the academic year. For example, a cosmetology school or a word processing school might allow students to enroll and begin studies at various times, with no requirement that classes begin on a certain date.

Cooperative education program: A program that provides for alternate class attendance and employment in business, industry, or government.

Cooperative housing: College-owned, -operated, or -affiliated housing in which students share food and housing expenses and participate in household chores to reduce living expenses.

***Counseling service:** Activities designed to assist students in making plans and decisions related to their education, career, or personal development.

Credit: Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or recognized postsecondary credential.

Credit course: A course that, if successfully completed, can be applied toward the number of courses required for achieving a degree, diploma, certificate, or other recognized postsecondary credential.

Credit hour: A unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester or trimester system or a 10-week period in a quarter system. It is applied toward the total number of hours needed for completing the requirements of a degree, diploma, certificate, or recognized postsecondary credential.

Cross-registration: A system whereby students enrolled at one institution may take courses at another institution without having to apply to the second institution.

Deferred admission: The practice of permitting admitted students to postpone enrollment, usually for a period of one academic term or one year.

Degree: An award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of studies.

Degree-seeking students: Students enrolled in courses for credit who are recognized by the institution as seeking a degree or recognized postsecondary credential. At the undergraduate level, this is intended to include students enrolled in vocational or occupational programs.

***Developmental services:** Instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting.

Differs by program (calendar system): A calendar system classification that is used by institutions that have occupational/vocational programs of varying length. These schools may enroll students at specific times depending on the program desired. For example, a school might offer a two-month program in January, March, May, September, and November; and a three-month program in January, April, and October.

Diploma: See Postsecondary award, certificate, or diploma.

Distance learning: An option for earning course credit at off-campus locations via cable television, internet, satellite classes, videotapes, correspondence courses, or other means.

Doctor's degree-research/scholarship: A Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree may include Ed.D., D.M.A., D.B.A., D.Sc., D.A., or D.M, and others, as designated by the awarding institution.

Doctor's degree-professional practice: A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as "first-professional" and may include: Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (L.L.B. or J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O); Pharmacy (Pharm.D.); Podiatry (D.P.M., Pod.D., D.P.); or, Veterinary Medicine (D.V.M.), and others, as designated by the awarding institution.

Doctor's degree-other: A doctor's degree that does not meet the definition of a doctor's degree - research/scholarship or a doctor's degree - professional practice.

Double major: Program in which students may complete two undergraduate programs of study simultaneously.

Dual enrollment: Refers to high school students enrolled in college courses for credit. In accordance with IPEDS, student performance is recorded on a college transcript and postsecondary credit is awarded for a passing grade in the course. Dual enrollment includes: All postsecondary courses, independent of course delivery mode, course location, course instructor, whether secondary credit is also offered, and whether the student enrolls through a formal state/local program or enrolls outside a formal state/local program. Dual enrollment excludes: Credit-by-exam models such as Advanced Placement (AP) and International Baccalaureate (IB) in which the student is not enrolled in a postsecondary institution.

Early action plan: An admission plan that allows students to apply and be notified of an admission decision well in advance of the regular notification dates. If admitted, the candidate is not committed to enroll; the student may reply to the offer under the college's regular reply policy.

Early admission: A policy under which students who have not completed high school are admitted and enroll full time in college, usually after completion of their junior year.

Early decision plan: A plan that permits students to apply and be notified of an admission decision (and financial aid offer if applicable) well in advance of the regular notification date. Applicants agree to accept an offer of admission and, if admitted, to withdraw their applications from other colleges. There are three possible decisions for early decision applicants: admitted, denied, or not admitted but forwarded for consideration with the regular applicant pool, without prejudice.

English as a Second Language (ESL): A course of study designed specifically for students whose native language is not English.

Exchange student program-domestic: Any arrangement between a student and a college that permits study for a semester or more at another college **in the United States** without extending the amount of time required for a degree**. See also Study abroad**.

External degree program: A program of study in which students earn credits toward a degree through independent study, college courses, proficiency examinations, and personal experience. External degree programs require minimal or no classroom attendance.

Extracurricular activities (as admission factor): Special consideration in the admissions process given for participation in both school and non-school-related activities of interest to the college, such as clubs, hobbies, student government, athletics, performing arts, etc.

First-time student: A student attending any institution for the first time at the level enrolled. Includes students enrolled in the fall term who attended a postsecondary institution for the first time at the same level in the prior summer term. Also includes students who entered with advanced standing (college credit earned before graduation from high school).

First-time, first-year student: A student attending any institution for the first time at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

First-year student: A student who has completed less than the equivalent of 1 full year of undergraduate work; that is, less than 30 semester hours (in a 120-hour degree program) or less than 900 clock hours.

First-year student: A student who has completed less than the equivalent of 1 full year of undergraduate work; that is, less than 30 semester hours (in a 120-hour degree program) or less than 900 clock hours.

***New student orientation:** Orientation addressing the academic, social, emotional, and intellectual issues involved in beginning college. May be a few hours or a few days in length; at some colleges, there is a fee.

Food and housing (charges)—on campus: Assume double occupancy in institutional housing and 19 meals per week (or maximum meal plan).

Full-time student (undergraduate): A student enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more clock hours a week each term.

Geographical residence (as admission factor): Special consideration in the admission process given to students from a particular region, state, or country of residence.

Grade-point average (academic high school GPA): The sum of grade points a student has earned in secondary school divided by the number of courses taken. The most common system of assigning numbers to grades counts four points for an A, three points for a B, two points for a C, one point for a D, and no points for an E or F. Unweighted GPA's assign the same weight to each course. Weighting gives students additional points for their grades in advanced or honors courses.

Graduate student: A student who holds a bachelor's or equivalent and is taking courses at the post-baccalaureate level.

***Health services:** Free or low cost on-campus primary and preventive health care available to students.

High school diploma or recognized equivalent: A document certifying the successful completion of a prescribed secondary school program of studies, or the attainment of satisfactory scores on the Tests of General Educational Development (GED), or another state-specified examination.

Hispanic or Latino: A person of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.

Honors program: Any special program for very able students offering the opportunity for educational enrichment, independent study, acceleration, or some combination of these.

Independent study: Academic work chosen or designed by the student with the approval of the department concerned, under an instructor's supervision, and usually undertaken outside of the regular classroom structure.

In-state tuition: The tuition charged by institutions to those students who meet the state's or institution's residency requirements.

International student: See Nonresident.

International student group: Student groups that facilitate cultural dialogue, support a diverse campus, assist international students in acclimation and creating a social network.

Internship: Any short-term, supervised work experience usually related to a student's major field, for which the student earns academic credit. The work can be full- or part-time, on- or off-campus, paid or unpaid.

***Learning center:** Center offering assistance through tutors, workshops, computer programs, or audiovisual equipment in reading, writing, math, and skills such as taking notes, managing time, taking tests.

***Legal services:** Free or low cost legal advice for a range of issues (personal and other).

Liberal arts/career combination: Program in which a student earns undergraduate degrees in two separate fields, one in a liberal arts major and the other in a professional or specialized major, whether on campus or through cross-registration.

Living learning community: Residential programs that allow students to interact with students who share common interests. In addition to living together, students may also participate in shared courses, special events, and group service projects.

Master's degree: An award that requires the successful completion of a program of study of generally one or two full-time equivalent academic years of work beyond the bachelor's degree. Some of these degrees, such as those in Theology (M.Div., M.H.L./Rav) that were formerly classified as "first-professional", may require more than two full-time equivalent academic years of work.

Minority affiliation (as admission factor): Special consideration in the admission process for members of designated racial/ethnic minority groups.

***Minority student center:** Center with programs, activities, and/or services intended to enhance the college experience of students of color.

Model United Nations: A simulation activity focusing on conflict resolution, globalization, and diplomacy. Assuming roles as foreign ambassadors and “delegates,” students conduct research, engage in debate, draft resolutions, and may participate in a national Model UN conference.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Nonresident: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

***On-campus day care:** Licensed day care for students' children (usually age 3 and up); usually for a fee.

Open admission: Admission policy under which virtually all secondary school graduates or students with GED equivalency diplomas are admitted without regard to academic record, test scores, or other qualifications.

Other expenses (costs): Include average costs for clothing, laundry, entertainment, medical (if not a required fee), and furnishings.

Out-of-state tuition: The tuition charged by institutions to those students who do not meet the institution's or state's residency requirements.

Outside a dual enrollment program: High school students who simply enroll in credit courses through your institution and are treated as regularly enrolled college students.

Part-time student (undergraduate): A student enrolled for fewer than 12 credits per semester or quarter, or fewer than 24 clock hours a week each term.

Permanent Resident or other eligible non-citizen: A person who is not a citizen or national of the United States and who has been admitted as a legal immigrant for the purpose of obtaining permanent resident status (and who holds either a registration card [Form I-551 or I-151], a Temporary Resident Card [Form I-688], or an Arrival-Departure Record [Form I-94] with a notation that conveys legal immigrant status, such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban- Haitian).

***Personal counseling**: One-on-one or group counseling with trained professionals for students who want to explore personal, educational, or vocational issues.

Post-baccalaureate certificate: An award that requires completion of an organized program of study requiring 18 credit hours beyond the bachelor's; designed for persons who have completed a baccalaureate degree but do not meet the requirements of academic degrees carrying the title of master.

Post-master's certificate: An award that requires completion of an organized program of study of 24 credit hours beyond the master's degree but does not meet the requirements of academic degrees at the doctoral level.

Postsecondary award, certificate, or diploma: Includes the following three IPEDS definitions for postsecondary awards, certificates, and diplomas of varying durations and credit/contact/clock hour requirements:

> ***Less Than 1 Academic Year****:* Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in less than 1 academic year (2 semesters or 3 quarters) or in less than 900 clock hours by a student enrolled full-time.
>
> ***At Least 1 But Less Than 2 Academic Years:*** Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 1 but less than 2 full-time equivalent academic years, or designed for completion in at least 30 but less than 60 credit hours, or in at least 900 but less than 1,800 clock hours.
>
> ***At Least 2 But Less Than 4 Academic Years:*** Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 2 but less than 4 full-time equivalent academic years, or designed for completion in at least 60 but less than 120 credit hours, or in at least 1,800 but less than 3,600 clock hours.

Private institution: An educational institution controlled by a private individual(s) or by a nongovernmental agency, usually supported primarily by other than public funds, and operated by other than publicly elected or appointed officials.

Private for-profit institution: A private institution in which the individual(s) or agency in control receives compensation, other than wages, rent, or other expenses for the assumption of risk.

Private nonprofit institution: A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. These include both independent nonprofit schools and those affiliated with a religious organization.

Proprietary institution: See Private for-profit institution.

Public institution: An educational institution whose programs and activities are operated by publicly elected or appointed school officials, and which is supported primarily by public funds.

Quarter calendar system: A calendar system in which the academic year consists of three sessions called quarters of about 12 weeks each. The range may be from 10 to 15 weeks. There may be an additional quarter in the summer.

Race/ethnicity: Category used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. A person may be counted in only one group.

Race/ethnicity unknown: Category used to classify students or employees whose race/ethnicity is not known and whom institutions are unable to place in one of the specified racial/ethnic categories.

Recognized Postsecondary Credential: Includes both Title IV eligible degrees, certificates, and other recognized postsecondary credentials. Any credential that is received after completion of a program that is eligible for Title IV federal student aid. Credentials that are awarded to recognize an individual’s attainment of measurable technical or industry/occupational skills necessary to obtain employment or advance within an industry occupation. (Generally based on standards developed or endorsed by employers or industry associations).

Religious affiliation/commitment (as admission factor): Special consideration given in the admission process for affiliation with a certain church or faith/religion, commitment to a religious vocation, or observance of certain religious tenets/lifestyle.

***Religious counseling:** One-on-one or group counseling with trained professionals for students who want to explore religious problems or issues.

Required fees: Fixed sum charged to students for items not covered by tuition and required of such a large proportion of all students that the student who does NOT pay is the exception. Do not include application fees or optional fees such as lab fees or parking fees.

Secondary school record (as admission factor): Information maintained by the secondary school that may include such things as the student's high school transcript, class rank, GPA, and teacher and counselor recommendations.

Semester calendar system: A calendar system that consists of two semesters during the academic year with about 16 weeks for each semester of instruction. There may be an additional summer session.

Student-designed major: A program of study based on individual interests, designed with the assistance of an adviser.

Study abroad: Any arrangement by which a student completes part of the college program studying in another country. Can be at a campus abroad or through a cooperative agreement with some other U.S. college or an institution of another country.

***Summer session:** A summer session is shorter than a regular semester and not considered part of the academic year. It is not the third term of an institution operating on a trimester system or the fourth term of an institution operating on a quarter calendar system. The institution may have 2 or more sessions occurring in the summer months. Some schools, such as vocational and beauty schools, have year-round classes with no separate summer session.

Talent/ability (as admission factor): Special consideration given to students with demonstrated talent/abilities in areas of interest to the institution (e.g., sports, the arts, languages, etc.).

Teacher certification program: Program designed to prepare students to meet the requirements for certification as teachers in elementary, middle/junior high, and secondary schools.

Transfer applicant: An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who has previously attended another college or university and earned college-level credit.

Transfer student: A student entering the institution for the first time but known to have previously attended a postsecondary institution at the same level (e.g., undergraduate). The student may transfer with or without credit.

Transportation (costs): Assume two round trips to student's hometown per year for students in institutional housing or daily travel to and from your institution for commuter students.

Trimester calendar system: An academic year consisting of 3 terms of about 15 weeks each.

Tuition: Amount of money charged to students for instructional services. Tuition may be charged per term, per course, or per credit.

***Tutoring:** May range from one-on-one tutoring in specific subjects to tutoring in an area such as math, reading, or writing. Most tutors are college students; at some colleges, they are specially trained and certified.

Unit: a standard of measurement representing hours of academic instruction (e.g., semester credit, quarter credit, clock hour).

Undergraduate: A student enrolled in a four- or five-year bachelor's degree program, an associate degree program, or a vocational or technical program below the baccalaureate.

Unduplicated Count of High School Students Enrolled for Credit: Include all high school students enrolled in college courses for credit within or outside of a dual enrollment program.

Undergraduate Research: Opportunities offered to undergraduate students to make original contributions in an academic discipline via the exploration of a specific research topic. Research opportunities may or may not be associated with a specific course or earn credit.

***Veteran's counseling:** Helps veterans and their dependents obtain benefits for their selected program and provides certifications to the Veteran's Administration. May also provide personal counseling on the transition from the military to a civilian life.

***Visually impaired:** Any person whose sight loss is not correctable and is sufficiently severe as to adversely affect educational performance.

Volunteer work (as admission factor): Special consideration given to students for activity done on a volunteer basis (e.g., tutoring, hospital care, working with the elderly or disabled) as a service to the community or the public in general.

Wait list: List of students who meet the admission requirements but will only be offered a place in the class if space becomes available.

Weekend college: A program that allows students to take a complete course of study and attend classes only on weekends.

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Within a dual enrollment program: Program within an organized system with special guidelines that allows high school students to take college-level courses. The guidelines might have to do with entrance or eligibility requirements, funding, limits on course taking, etc.

***Women's center:** Center with programs, academic activities, and/or services intended to promote an understanding of the evolving roles of women.

Work experience (as admission factor): Special consideration given to students who have been employed prior to application, whether for relevance to major, demonstration of employment-related skills, or as explanation of student's academic and extracurricular record.

Financial Aid Definitions

External scholarships and grants: Scholarships and grants received from outside (private) sources that students bring with them (e.g., Kiwanis, National Merit scholarships). The institution may process paperwork to receive the dollars, but it has no role in determining the recipient or the dollar amount awarded.

Financial aid applicant: Any applicant who submits **any one of** the institutionally required financial aid applications/forms, such as the FAFSA.

Indebtedness: Aggregate dollar amount borrowed through any loan program (federal, state, subsidized, unsubsidized, private, etc.; excluding parent loans) while the student was enrolled at an institution. Student loans co-signed by a parent are assumed to be the responsibility of the student and **should** be included.

Institutional scholarships and grants: Endowed scholarships, annual gifts and tuition funded grants for which the institution determines the recipient.

Financial need: As determined by your institution using the federal methodology and/or your institution's own standards.

Need-based aid: College-funded or college-administered award from institutional, state, federal, or other sources for which a student must have financial need to qualify. This includes both institutional and non-institutional student aid (grants, jobs, and loans).

Need-based scholarship or grant aid: Scholarships and grants from institutional, state, federal, or other sources for which a student must have financial need to qualify.

Need-based self-help aid: Loans and jobs from institutional, state, federal, or other sources for which a student must demonstrate financial need to qualify.

Non-need-based scholarship or grant aid: Scholarships and grants, gifts, or merit-based aid from institutional, state, federal, or other sources (including unrestricted funds or gifts and endowment income) awarded solely on the basis of academic achievement,

merit, or any other non-need-based reason. When reporting questions H1 and H2, non-need-based aid that is used to meet need should be counted as need-based aid.

Note: Suggested order of precedence for counting non-need money as need-based:

1. Non-need institutional grants
2. Non-need tuition waivers
3. Non-need athletic awards
4. Non-need federal grants
5. Non-need state grants
6. Non-need outside grants
7. Non-need student loans
8. Non-need parent loans
9. Non-need work

Non-need-based self-help aid: Loans and jobs from institutional, state, or other sources for which a student need not demonstrate financial need to qualify.

Work study and employment: Federal and state work study aid, and any employment packaged by your institution in financial aid awards.